UPLIFTING ADOLESCENTS PROJECT

OPERATIONS RESEARCH WORKSHOP

**"Presentation of Research Findings on
Literacy/Remedial Education of Street Children in
Spanish Town & Montego Bay"**

for

NON-GOVERNMENT ORGANIZATIONS (NGOs)

Medallion Hall Hotel, Kingston 10

March 29, 2000

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Introduction

Development Associates Inc./Jamaica conducted an Operations Research Workshop on March 29, 2000 at the Medallion Hall Hotel, Kingston. The purpose of the Workshop was to present and discuss the findings of research on "Literacy/Remedial Education of Street Children in Spanish Town and Montego Bay". It was also expected that discussion of the findings would result in the development of concrete plans to further enhance programme delivery to that sub-sector of the total 'at-risk' adolescent population targeted by the Uplifting Adolescents Project (UAP).

The Workshop was attended by nine representatives from seven of the non-government organisations (NGOs) participating as UAP sub-grantees. Also in attendance, by invitation, were nine representatives of key government bodies and agencies having an influential role in alleviating the plight of 'street children'. **Appendix I** lists the names and affiliations of all participants, including representatives of USAID/Jamaica and UAP administrative staff.

Workshop Proceedings

Welcome & Introductions

After participants had been registered, Mrs. Sandra Cooper, UAP Training Co-ordinator, welcomed them and advised that the workshop was the first in a series planned to look at the UAP operations research activities. The intention was to examine ways of using the research information to develop and implement strategies for programme enhancement.

Following Mrs. Cooper's introductory remarks, Mr. Francis Valva, UAP Chief of Party, also extended a welcome to participants and thanked them for their presence. He praised the outstanding work they had been doing, and referred to a recent, informative article in *The Gleaner,* written by Dr. Alfred Sangster, on the work of NGOs.

In giving some background to the workshop's purpose, Mr. Valva explained that the UAP had developed out of the Government's concern about the serious problem of at-risk youths aged 10-14 years. The project had been fortunate to receive funding from USAID and Development Associates Inc. had been awarded a contract to manage its implementation. Activity had been started in July 1996 and 15 NGOs were involved in working with over 15,100 youngsters in the target age group. Two-thirds of those young people were in school but deemed to be 'at risk' of dropping out, and one-third had already dropped out of the formal school system. In addition to arranging regular training workshops, UAP

administrative staff members were assigned to specific NGOs to give ongoing project implementation advice and support.

An important component of the overall UAP design was the periodic examination of the interventions being undertaken, to determine if they could be improved and their impact expanded. The first research initiative to be reported on that day, was related to operations research involving *Children's First* (Spanish Town) and the *Western Society for the Upliftment of Children* (Montego Bay). The expectation was that the research findings would indicate what was working well, what could be done differently, or what more could be done. Mr. Valva challenged participants to take back the information they would gain and apply it for the greater benefit of the children with whom they worked.

Mrs. Cooper expressed her appreciation for the involvement of the Member of Parliament for South Central St. Catherine, Mrs. Sharon Hay Webster, and other representatives of government organisations and anticipated their valuable input to the discussions that would follow. She also introduced representatives of the UAP funding agency, USAID, and invited Mrs. Claire Spence to bring greetings on behalf of that agency.

Mrs. Spence said that USAID was pleased to support and share in the UAP programme that was benefiting thousands of young people throughout Jamaica. She congratulated the NGOs for their co-operation and UAP involvement and hoped for a fruitful morning of activities.

Opening Exercise

Earlier, two slips of coloured paper had been placed before each participant. Mrs. Cooper now invited each person to take five minutes to write:

      (1)   on one slip of paper, something he/she had come prepared to contribute to the proceedings and, on the other,

      (2)   one thing he/she expected to gain from the workshop.

Having done so, they were asked to come forward individually to state their names, organisations and what they had written down; and then to stick their slips of paper on the wall chart provided for the purpose.

Potential contributions related mainly to sharing individual experiences, ideas, perspectives and insights during discussions of the research findings. In addition, one person hoped to contribute "additional creative solutions from other parts of the world". Other anticipated contributions were commitment to "liaison with the Government in order to actualise more interventions" and to "the development of children, especially 'street children'; "using the information gained to inform my tasks of helping 'at risk' children in the school system"; and giving whatever help was possible to support "the continuation of UAP and the development of better adults in Jamaica".

The listing of expected gains included:

- Meet more persons/Improved liaison with others involved in Remedial Education in Jamaica.

- Some methods on how to deal with delinquency in the Remedial Education situation.

- Advice in terms of [suitable] reading material.

- Knowledge and understanding of this research — hope it will enable us at MNI in the research work we do.

- An understanding of this research process and how it can impact or change my approach to 'at risk' adolescents.

- Experiences from others re this research process and understanding of plan of action of the future.

- Very clear understanding of "the way forward", especially as it would relate to benefiting other children nationally.

- Knowledge and insight of this OR and its impact on activities related to 'at risk' youth.

- Enlightenment — how has the project fared? What are the next steps?

More information on…

- these very 'hard to reach', very at-risk youths for future programme planning.

- the problems that street children face so as to inform my activities.

- this organisation.

- the [UAP] programme and how the Poor Relief Dept. can help in order that the programme can be a success.

- what others have learnt from their experience with working with 'at risk ' youth

- the future of the pupils in our programme after the Operations Research . Quite an amount of frustration will be experienced by these youngsters if our agency should close down.

- dealing with street children in St. Catherine.

- improved information in order to effect change in the 20 inner city communities that I represent.

- insight into the work of NGOs which work with children 'at risk'.

- sources in rural Jamaica to which immediate contact can be made for special referrals, e.g., counselling in trauma cases.

Mrs. Cooper thanked participants for that input and hoped that they would fully collaborate in ensuring that their contributions and expectations were actualised. She then introduced Messrs. Dobson Rankine and Lloyd Stanley, of LAR&D Enterprises, who would give an

overview of the findings from the Spanish Town-Montego Bay operations research project implemented under a contractual arrangement with UAP. Copies of an abridged version of the report had been distributed previously to individuals and organisations invited to participate in the Workshop, so that they could review the report contents before their arrival. Following Mrs. Cooper's remarks, Mr. Rankine indicated that Mr. Stanley would lead the presentation.

Presentation and Discussion of Research Findings

Before getting into an exchange of information, Mr. Stanley remarked that he was impressed by participants' evident concern for the plight of children 'at risk'. He had also been pleasantly surprised to note the number of individuals and organisations working assiduously to help those children. He then asked participants to make individual 'name plates", by using sheets of paper and felt markers that he had distributed, so he could more easily identify them as they spoke.

Methodology & Implementation

Next, Mr. Stanley outlined the steps taken to carry out the multi-faceted action research project, in accordance with the terms of reference which LAR&D Enterprises had been given by UAP. As indicated on page 3 of the abridged version of the research report, action research in education was a "normative model for learning based on the application of scientific methods of fact-finding and experimentation, to practical problems requiring action solutions and involving the collaboration and co-operation of scientists, practitioners and laymen" (Calhoun, 1994)[1]. The design and implementation of the research had involved identification of:

RESULTS	— the outcomes anticipated	*Moving a selected group of 'street children' , within 4 school terms, from ± JAMAL Attainment Level 1 to Level 4 in reading and numeracy, and improving their social skills*;
INDICATORS	— the measurable indices to be used to indicate whether the results had been achieved;	
INSTRUMENTS	— the mechanisms would be used to measure 'benchmark' levels;	
PROCESS	— the strategies to be employed for achieving the desired results;	
OUTCOMES	— what had actually occurred during the research process.	

[1] Calhoun, … (1994) *How to use Action Research in Self-renewing Schools*. ASCD, Alexandra, VA.

The research basis was the hypothesis that, if given the opportunity, 'street' and working children could be motivated to develop reading, computation and social skills. The point was also made that:

1) **a conducive learning environment**

- particularly caring teacher attitudes that respected and were sensitive to their real-life experiences, and relevance of classroom content to those life experiences;

<u>and</u>

2) **use of innovative teaching strategies and interventions that encouraged learning**

were crucial to achieving successful outcomes. In addition to movement to Level 4 achievement, it was anticipated that adoption of a strategic learning process would develop independent learners who, after the research project had ended, would be interested in carrying their learning forward to advance their personal fulfilment.

First, a survey of street and working children in Spanish Town and Montego Bay was undertaken to facilitate selection of the experimental groups. Three hundred and forty-five children were identified, but data could be collected on only 140 of them. After further testing and interviewing of those indicating an interest in joining the programme, two groups of 30 children each (one group in each location) were selected, with males predominating in each group.

Composition of Research Groups at Start of Project (July 1998) by Sex & Achievement

	< Level 1		Level 1		Level 2		Level 3		TOTAL		
LOCATION	*M*	*F*	*M*	*F*	*M*	*F*	*M*	*F*	*M*	*F*	
Spanish Town	1	1	14	10	1	1	2	-	18	12	30
Montego Bay	1	-	10	1	11	1	5	1	27	3	30
TOTALS:	**2**	**1**	**24**	**11**	**12**	**2**	**7**	**1**	**45**	**15**	**60**

The outcomes at the end of the project were as follows:

Composition of Research Groups at End of Project (Dec. 1999) by Sex & Achievement

	Did not complete		Level 1		Level 2		Level 3		Level 4		TOTAL		
LOCATION	*M*	*F*	*M*	*F*	*M*	*F*	*M*	*F*	*M*	*F*	*M*	*F*	
Spanish Town	6	4	2	2	6	4	2	1	2	1	18	12	30
Montego Bay	13	1	1	-	1	1	5	-	7	1	27	3	30
TOTALS:	**19**	**5**	**3**	**2**	**8**	**4**	**7**	**2**	**9**	**3**	**45**	**15**	**60**

The evident high drop-out rate was due mainly to circumstances which could not be averted by the research team (e.g., sentence to Approved School, migration, need to return to full-time economic activity), or entry to other educational institutions as a consequence of progress made through participation in the research project.

Also influencing variations in the outcomes at the two locations were certain differences observed between each group of children. For instance, more Montego Bay children could be described as 'working children' rather than 'street children', since many lived with parents or relatives in rural communities and journeyed into the city daily to earn money in various ways. As well, the Montego Bay children had generally attained a higher level of basic education before leaving the formal school system than had their Spanish Town counterparts.

Several negatives/challenges had been encountered and some of those factors not only necessitated occasional modification of the planned process, but also contributed to divergence from the planned results. For example, before academic instruction could begin, a great deal of time had to be spent in winning trust and developing a minimum level of acceptable behaviour. Consequently, one important finding had been that preliminary needs identification and personal development activity were critical to achieving desirable learning outcomes among these students. The following challenges were highlighted:

CHALLENGES
• Effects of emotional trauma
• Aggression
• Hostility
• Restlessness/limited attention span (caused in many cases by hunger, unsatisfactory living conditions, poor socialisation)
• Irregular attendance
• Serious economic problems
• Mistrust (poor quality of parenting received did not encourage bonding with adults)
• Lack of intellectual stimulation in students' out-of-school environment (other research had shown that such stimulation was non-existent in 80% of low income households)
• Illegal drug use
• Learning Disabilities

In response to the presenter's request for feedback on how they would deal with the challenges that 'street children' presented as students, participants offered various sugges-tions such as involving social workers, networking with other agencies, and offering one-to-one counselling. Mr. Stanley then stressed the importance of the social work function to the education environment and emphasised that, if any lasting difference was to be made, change had to take place not only perceptually and cognitively but also attitudinally. Arising out of further discussion of that viewpoint, consensus was reached that all teachers should receive counselling and group dynamics training so that they could optimise be more effective in teacher-student/ teacher-parent/teacher-teacher interactions.

One participant felt strongly that **many adults entrusted with the care and development of 'at risk' children did not believe that those children were worthy and could achieve,**

and that this misguided attitude must be eradicated. When people did not feel that they had any positive qualities, they often displayed aggressive behaviour. Changes in self-perception were, therefore, one of the keys to changing anti-social behaviour. To that end, it was possible to identify positive aspects of negative behaviour so that it could be manifested in favourable ways. For example, a 'con artist' could be guided in using his/her ability, to anticipate reactions and outmanoeuvre other people, to formulate responses to *what if* situations requiring the application of intuitive/logical thinking and creative solutions. Successful 'street hustlers' could also be encouraged to develop their full potential, through various activities that drew on their natural entrepreneurial talents.

Mr. Stanley noted that street/working children had 'positive' feelings about the usefulness of their accustomed value systems, even though others might regard them as negative. He suggested that efforts to get them to adopt an alien value system needed sensitivity. It was agreed that change efforts must show sensitivity to the children's life situations, and different ways of thinking and behaving should be presented as alternatives that would bring them better results..

Curriculum Development

After the coffee break, Mr. Stanley reported that, in developing the project curriculum, the objective had been to have it serve as a framework for the agreed holistic teaching-learning process. The selection and planning sequence followed was:

TOPIC $\Rightarrow$	OBJECTIVE (S) $\Rightarrow$	OPPORTUNITY $\Rightarrow$	STRATEGY $\Rightarrow$	TEACHING AIDS

A basic example was given to illustrate how other teachers could use the same process:

NOUNS $\Rightarrow$	To enable use of appropriate nouns to refer to persons, places or objects $\Rightarrow$	To develop students' observation and perceptual skills $\Rightarrow$	Students correctly name the person, place or thing shown by teacher or des-cribed by their peers. 4 words chosen for writing/spelling & sentence formation practice. $\Rightarrow$	Magazine pictures Illustra-tions Some unusual objects

The overall strategies employed had been **integration** with other knowledge areas and students' life experiences; **stimulation** of thinking, observation and creative skills through, for example, drama, field trips (even just around the neighbourhood) and problem-solving activities; and **group** projects to develop the ability to work productively with others.

It was also mentioned that the process had been an organic learning experience for teachers and students. Teachers had found, for instance, that they needed to be flexible and responsive to the children's expressed needs and preferences.

The Results

In elaborating on the results achieved, Mr. Stanley emphasised that there had been evidence of:

- higher levels of self-discipline, positive social interaction and bonding with adults;
- increased motivation to learn;
- repaired relationships between parents and children in some cases;
- learning having taken place.

He conceded that, in light of the challenges mentioned earlier, it had been over-ambitious to expect that all students would have be able to attain Level 4 in reading and numeracy within the limited project period. Nevertheless, a significant number of students had made considerable progress — even in cases where none had seemed possible. In his opinion, better outcomes could have been achieved if more sustained action could have taken place (e.g., performance deteriorated after school vacation breaks).

Questions/comments from the floor, and the presenter's responses, were as follows:

Q. **Did you provide special training and professional support for the teachers involved?**

A. *Close contact was maintained through meetings and random visits to determine what was/wasn't working and to initiate any necessary adjustments. Feedback from students was also important in determining which strategies would be employed.*

Q. **Flexibility was apparently central to implementation. Were any comparisons made between the research groups and regular groups of UAP students?**

A. *No. That was not a requirement of the type of research undertaken or a part of the approved project design. Moreover, none of the regular classes in the two locations appeared to have sufficient characteristics in common with the research groups so as to serve as controls.*

Comment: My concern is what will this research tell us that can be applied to the provision of remedial education for street/working children.

Q. **Was any comparison done between groups in Kingston and Montego Bay?**

A. No. The major concern was with the process. To achieve the outcomes desired, adjustments will have to be made based on situational realities.

Q. **How much can we generalise the findings?**

A. The findings demonstrate that, even when physical conditions and students' readiness are far from ideal, innovative and flexible teaching methodo-

logies, incorporating and respecting students' life experiences, can bring about remarkable improvement in student learning.

Comments: (1) Teachers in the traditional school system did not have the latitude to employee the flexibility in curriculum delivery that was being recommended.

(2) It is an unfortunate myth that teachers in the traditional system have no flexibility in curriculum delivery. Their inflexibility results from their hidebound perceptions, resistance to learning needs and disdain for their students' ability to learn. The approaches being recommended are exactly the approaches that have been specified for some time by the Ministry of Education & Culture's PEIP and ROSE programmes for primary and secondary schools, respectively.

Comment: 0ne of the main challenges needing further attention was: "How do we get students to remain in a structured remedial programme?"

Suggestions:
- Arrange for police officers to talk to classes
- Establish community partnerships — involve mentors/role models, suitable leaders, parents in special activities and in motivating students' sustained participation; monitoring school attendance; re-enrollment of 'drop-outs', etc.
- Examine some of the root causes of dropping-out, such as parental irresponsibility and unemployment; lack of economic resources; changed cultural perceptions about the value of education; school over-crowding; failure to identify and deal appropriately with learning disabilities.

Mrs. Hay Webster urged that the current "Green Paper" on Education should be carefully reviewed and relevant comments submitted as soon as possible, so that decision-making could take NGO input into account.

Planning Session

In introducing the Planning Session, Mr. Stanley observed that the workshop organisers had envisaged that the discussion of the research findings would lead to the formulation of specific follow-up action plans to enrich the school experience of 'at risk' adolescents. Participants were being asked, therefore, to decide on the main issues affecting effective remedial education.

After discussion, four priority areas were identified:

1. Leadership in Schools
2. Methods to ensure students stay in school
3. Community Action/Partnerships
4. Teachers' ability to deal with classroom effects of social problems.

Four working groups were established and one topic was assigned to each group for discussion during a 20-minute period. At the end of that time, a representative from each group reported, in a plenary session, on what his/her group had discussed.

The group reports were as follows:

Group 1 — Issue: Leadership in Schools
(Reporter: Mrs. Jane Dolman, Mel Nathan Institute)

The main concerns were that school leaders were not sufficiently proactive in involving all stakeholders in school matters, or sensitive enough to the socio-economic problems that their students faced. Action recommendations were to:

- establish an 'open door' policy wherever one does not already exist, so that parents and children can have easier access to the principal or vice-principal;

- improve two-way communication/involvement between schools and their communities — e.g., invite community members to sit on school committees and give help with school attendance problems; offer school leaders' services to help with community projects; provide programmes, such as the Rural Family Support Organisation's Family Life Education Programme, in public schools;

- ensure all teachers receive appropriate training in counselling and innovative teaching strategies, so that they can effectively use an integrated holistic approach to education.

Group 2 — Issue: Strategies for Keeping Students in School
(Reporter: Mr. Adlin Bellinfantie, Mel Nathan Institute)

Group 2 looked at the reasons for school drop-out and agreed that these were mainly socio-economic. Associated causes were:

- materialistic social values, and socialisation processes that, among other things, validated views that boys should go out to earn a living as soon as possible and that education would not provide a profitable way out of the economic dilemma that low-income households faced;

- learning difficulties *vis-à-vis* inappropriate teaching methods (including verbal abuse from teachers),

- poor parental influences/inadequate access to positive role models;

- weak partnerships between schools, parents and community.

Recommended solutions were to:

- establish more school feeding programmes (especially to provide students with a nutritious breakfast);

- improve links with the community to generate collective community action and provide students with access to positive role models;

- use community volunteer skills in the classroom;

- arrange continuous parenting education programmes to inculcate/reinforce concepts such as parents' primary responsibility (not government, church or others) for their children's schooling and overall welfare; the life opportunities/enlightenment, etc. that education makes possible;

- encourage parent-parent dialogue;

- arrange more occasions/different formats for showing appreciation to teachers for the work they are doing;

- improve the learning environments — that is, foster a more friendly teacher-student atmosphere that would make students feel loved and respected. Allllow them to express their thoughts and listen to them. (The key was having the 'right attitude'…professional teacher-training did not always affect interactions positively and many untrained teachers got better results than trained teachers)

Group 3 — Issue: Community Action/Partnerships
(Reporter: Mrs. Sharon Hay Webster. M.P., South Central St. Catherine)

This group's discussion centred on the question: "How can we identify community leaders who will provide appropriate links between the public/private sectors and NGOs for community building?". The conclusion reached was that consultations should be arranged at local and national levels between all organisations that have children as their focus. Through these consultations between stakeholders, community partnerships could be concretised and resources pooled.

It was also recommended that the report on the current workshop should be forwarded to all those interest groups and the Ambassador for Children, Miss Marjorie Taylor, to make them aware of the discussions that had taken place.

Group 4 — Issue: Dealing with the Classroom Effects of Social Problems
(Reporter: Mrs. Vera Roofe, Inspector of Poor, St. Catherine)

This group concluded that unemployment/poverty was at the root of many behavioural problems experienced in the classroom. Unsatisfactory housing/environmental conditions contributed to learning difficulties and hostile inter-personal relationships, manifesting in criminality, aggression/conflict, gang membership, malice and other forms of anti-social behaviour. Suggested solutions involved concurrent action by government, NGOs and schools:

Government

- review all policies governing the provision of social services and education and update where necessary to ensure contemporary relevance and adoption of 'best practices', eliminate 'roadblocks' and foster agency co-operation.

NGOs/Schools

- reduce teacher-pupil ratios;

- expose teachers to social work-type training;

- maintain an ongoing assessment process to facilitate implementation of in-house programmes to meet students' specific personal needs and develop their latent abilities;

- develop and implement strategic plans to access extra resources/services from community-based organisations and external donors.

Mr. Stanley thanked the working groups for their presentation which ably addressed what needed to be done and the skills and capability which must be developed at the NGO and school levels. He then asked: "What is our next step?".

Various ideas were put forward by participants. One person suggested that a lot was being done, but in a piecemeal manner. Co-ordination was apparently needed to increase the impact of the efforts being made. This evoked a response that available resources were minuscule and more collaboration would not change that reality. What was needed, in the speaker's opinion, was accelerated implementation of initiatives at the government policy level. Another view expressed was that the most practical course of action for NGOs at the present time was to do what they were doing more effectively. Therefore, their priority should be to increase the impact of their work on their particular communities by implementing any new ideas gained at the workshop.

Nevertheless, there was persistent support for the position that greater synergy was achievable through increased inter-agency/community interaction and consultation and a compromise proposal emerged to the effect that:

1. individual agencies should apply new thinking and new strategies to their operations wherever possible; and

2. a core group should be established to work towards developing ongoing community/national consultation on matters related to 'at-risk' children.

This led to expressions of concern about "re-inventing the wheel", since some NGOs were members of 'umbrella' community organisations and UAP sub-grantee NGOs had already been grouped into regional networks. However, consensus was eventually reached that some additional form of grouping was needed.

In response to a suggestion that the Development Associates Inc./UAP officers spearhead that initiative, Mr. Valva quickly pointed out that Development Associates' role had to be limited to its contractual responsibilities for the Uplifting Adolescents Project. He was of the opinion that what was needed was community empowerment and advocacy for 'at risk' children . He suggested, therefore, that participants establish a Steering Committee to make their consultation intentions a reality. This suggestion was accepted. The persons named to the Steering Committee, and charged with responsibility for implementing the proposed consultative/advocacy activity, were:

     Mrs. Sharon Hay Webster, M.P.)
     Mrs. Sybil Pinnock   ) Co-Convenors
     Mrs. Jane Dolman

Mrs. Claudette Richardson Pious
Mrs. Avis Mckenzie
Mr. Lloyd Stanley.

Their terms of reference were:

1. Identify what is currently being done for 'at risk' children and determine whether there are gaps in implementation.

2. Mobilise all the available forces towards a national Plan of Action that will have a synergistic effect on the educational system.

3. Follow-up to ensure that performance gaps are closed.

Summary & Closure

During her summary of the morning's events, Mrs. Cooper remarked that a great deal of learning had taken place. She noted that many ideas and plans had been placed 'on the table' concerning what had to be done and she hoped that the energy and enthusiasm, which had been demonstrated, would be mobilised by the Steering Committee to good effect.

Mr. Valva suggested that the same participants should return for future presentations of findings from other UAP research projects, so that they could incorporate additional perspectives into their action plans and avoid potential programme conflicts.

It was also suggested by a participant that agencies might be unaware of the fact that parish Poor Relief Departments could give financial assistance in certain circumstances to enable children to maintain their school attendance. Responses to that suggestion indicated that such requests for financial assistance had been made on several occasions. Those approaches had been invariably unsuccessful, however, due to a reported lack of funds.

Mrs. Pious congratulated Development Associates on their research activity as well as their other efforts to ensure the success of the UAP. She urged participants to move the research findings to an action level to ensure that the research report did not "just gather dust".

Mrs. Cooper then reminded everyone that change had to begin at the personal level, and thanked them for the participation, energy and efforts they had brought to the proceedings.

The formal workshop programme then ended and participants dispersed after lunch.

/bpb
2000-04-13

UPLIFTING ADOLESCENTS PROJECT

OPERATIONS RESEARCH WORKSHOP, MARCH 29, 2000
Presentation of Research Findings on "Literacy/Remedial Education
Of Street Children in Spanish Town & Montego Bay"

<u>LIST OF PARTICIPANTS</u>

ORGANISATION		NAME	ADDRESS	PHONE
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Kingston YMCA	4.	Mrs. Sarah Newland Martin	21 Hope Road Kingston 10	926-8081
Mel Nathan Institute for Social Research	5. 6.	Mrs. Jane Dolman Mr. Aldin Bellinfantie	31 Mannings Hill Road Kingston 8	931-4989
Member of Parliament, South Central St. Catherine	7.	Mrs. Sharon Hay Webster	1B Jones Avenue Spanish Town P.O.	907-5306
Ministry of Education & Culture	8.	Ms. Pauletta Chevannes	2 National Heroes Circle Kingston 4	922-1400/1
Ministry of Health, Child Support Unit	9.	Mr. Dwight Bellinfanti (representing Ms. Audrey Budhai)	2-4 King Street Kingston	967-1100/1
National Initiative for Street Children	10.	Mrs. Avis McKenzie (representing Mrs. Inez Morrison)	Apt. 32A, Abbey Court 44 Trafalgar Rd, Kgn 10	926-8841
Office of the Prime Minister, National Poverty Eradication Programme Co-ordinating & Monitoring Unit	11.	Mrs. Sybil Ricketts	1 Devon Road Kingston 6	927-9941

ORGANISATION		NAME	ADDRESS	PHONE/FAX
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St. Catherine Parish Council	14. 15.	Mrs. Vera Roofe Ms. Yvonne Windell	Box 52 Spanish Town P.O.	984-3111
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LAR&D Enterprises (Research Consultants)	19. 20.	Mr. Dobson Rankine Mr. Lloyd Stanley	P.O. Box 1470 Kingston 8	927-2756
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UAP	25. 26. 27. 28. 29.	Mr. Francis Valva Mr. Samuel Dowding Mrs. Sandra Cooper Mrs. Seneca Lewis Garroway Mrs. Joan Davis	1 Holborn Road Kingston 10	929-4779
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